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ABSTRACT

Assessment data are presented from a representative sample of California public school students in grades 4 through 12 in 115 school districts as of December, 1986. The sample represents 5% of the state's enrollment in grades 4 through 12. Students were tested in reading comprehension, writing, and computation. In grade 12, 9,250 students took one or more of the proficiency tests, and about 20% of them failed one or more tests. It is estimated that, overall, 71% of the students assessed in grade 12 will graduate. A total of 29,775 students in grades 10 and 11 took one or more proficiency tests. Half of these students failed one or more tests. A total of 37,604 students in grades 7 through 9 were tested, and 53% failed one or more tests. A total of 27,149 students in grades 4 through 6 took the tests, and about 37% failed one or more. Districts design and administer their testing programs and establish their own pass/fail criteria. The results reflect this diversity of policies throughout the state. Twelve tables and seven charts present study information. The cover letter and survey instrument sent to school districts, and a list of the responding school districts are appended. (SLD)

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Statewide Summary of Student Performance on School District Proficiency Assessments

1986-87 School Year

A Report Prepared for the California Legislature in Response to the Requirements of Education Code Section 51219

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CONTENTS

	Page
Education Code Section Requiring This Report	iv
Executive Summary	1
Introduction to the Report	3
Summary of Student Performance on Proficiency Assessments	5
Grade Twelve	5
Grade Twelve Proficiency Test Results, by Ethnicity	5
Grade Twelve Proficiency Test Results, by Language Fluency	6
Student Progress in Meeting District Course Requirements, by Ethnicity and Language Fluency	6
Potential Impact of Course Requirements and Proficiency Tests on Graduation Rates of 1987 High School Seniors	8
Grades Ten and Eleven	10
Grades Ten and Eleven Proficiency Test Results, by Ethnicity	10
Grades Ten and Eleven Proficiency Test Results, by Language Fluency	11
Grades Seven, Eight, and Nine	13
Grades Seven, Eight, and Nine Proficiency Test Results, by Ethnicity	13
Grades Seven, Eight, and Nine Proficiency Test Results, by Language Fluency	14
Grades Four, Five, and Six	16
Grades Four, Five, and Six Proficiency Test Results, by Ethnicity	16
Grades Four, Five and Six Proficiency Test Results, by Language Fluency	16
Appendix A--1986-87 Proficiency Assessment Data Collection	19
Appendix B--Districts in the Assessment Report Sample: Reported Ethnic Enrollment	33
Appendix C--Districts in the Assessment Report Sample: Reported Language Enrollment	37

Education Code Section Requiring This Report

51219. (a) By January 15, 1981, the Department of Education shall collect from a representative sample of school districts the information specified in paragraphs (1) to (4), inclusive, of subdivision (c) for pupils enrolled in the 12th grade who were enrolled in the 9th grade, or the equivalent thereof, during the 1977-78 school year. Such information shall be collected only for such pupils who were assessed by December 1, 1980. By February 15, 1981, the Department of Education shall report such information to the Legislature.

(b) Commencing January 15, 1982, the Department of Education shall collect annually from a representative sample of school districts the information specified in paragraphs (1) to (3), inclusive, of subdivision (c) for pupils enrolled in the 6th and 9th grades or the equivalents thereof, and the information specified in paragraphs (1) to (4), inclusive of subdivision (c) for pupils enrolled in the 11th and 12th grades or the equivalent thereof. Commencing February 15, 1982, the Department of Education shall report annually such information to the Legislature.

(c) The Department of Education shall collect from a representative sample of school districts the following information relating to proficiency assessment performance.

(1) The number of pupils enrolled in grade 6, 9, 11, or 12, as appropriate, and the number of pupils who have been assessed.

(2) The number of pupils in grade 6, 9, 11 or 12, as appropriate, who have satisfied the district's proficiency standards in all three or more basic skills, as specified in subdivision (c) of Section 51215 and those who have not. Such information shall be both cumulated and categorized according to race and ethnicity and whether the pupils are limited-English-speaking or non-English-speaking, as specified in Section 52163.

(3) The number of pupils in grade 6, 9, 11, or 12, as appropriate, who have satisfied the district's proficiency standards in each of the three or more basic skills specified in subdivision (c) of Section 51215 and those who have not. Such information shall be both cumulated and categorized according to race and ethnicity and whether the pupils are limited-English-speaking or non-English-speaking, as specified in Section 52163.

(4) The number of pupils in grade 11 or 12, as appropriate, who regardless of whether they have satisfied the district's proficiency standards in each of the three or more basic skills specified in subdivision (c) of Section 51215 would not be eligible to receive a diploma of graduation from high school.

EXECUTIVE SUMMARY

This report is based on assessment data collected from a representative sample of students in grades four through twelve in California public school districts as of December, 1986. The students were tested in reading comprehension, writing, and computation.

Grade Twelve

A total of 9,250 twelfth grade students assessed in the sample districts took one or more proficiency tests. Of those students, approximately 64 percent were white; 21 percent, Hispanic; 7 percent, Asian; 5 percent, black; 2 percent, Filipino; 1 percent, American Indian; and less than 1 percent, Pacific Islander. About 7 percent of the total were limited-English proficient (LEP). Overall, approximately 20 percent of the twelfth grade students failed one or more proficiency tests. This percent includes students who met course requirements and those who did not. Both black students and white students failed at a slightly higher rate than the overall rate of 20 percent. Pacific Islanders failed at a significantly lower rate (6 percent) than the overall sample. LEP students failed more than one and one-half times as often as fluent-English-proficient (FEP) students.

The districts reported that 66 percent of all black students assessed will graduate, 70 percent of all Hispanic and white students will graduate, and 78 percent of all Asian students will graduate. Overall, 71 percent of twelfth grade students assessed will graduate. For the 29 percent whom the districts reported may not graduate, the reasons given were that 15 percent failed proficiency tests, 9 percent failed to meet course requirements, and 5 percent failed to meet both conditions. All Pacific Islander students met district course requirements; American Indian students failed to meet course requirements at a rate well below the overall sample; and Asian, Filipino, and white students failed at a rate slightly lower than that of the overall sample.

Grades Ten and Eleven

A total of 29,775 tenth and eleventh grade students assessed took one or more proficiency tests. Of those students, approximately 64 percent were white; 20 percent, Hispanic; 7 percent, black; 6 percent, Asian; 2 percent, Filipino; 1 percent, American Indian; and less than 1 percent, Pacific Islander. About 5 percent of the students were reported to be LEP. Half of the students in the sample failed one or more proficiency tests. Filipino students had the lowest failure rate, 31 percent; Asian and black students were well below the overall rate with 44 percent; and Hispanic and white students both had 51 percent, just above the overall rate. Pacific Islander students had a 52 percent failure rate; and American Indian students, a 56 percent failure rate. LEP students failed one or more proficiency tests almost one and one-half times as often as FEP students.

Grades Seven, Eight, and Nine

A total of 37,604 seventh, eighth, and ninth grade students assessed took one or more proficiency tests. Of those students, about 64 percent were white; 20 percent, Hispanic; 7 percent, Asian; 5 percent, black; 2 percent, Filipino; 1

percent, American Indian; and less than 1 percent, Pacific Islander. Overall, more than half, 53 percent, of the students failed one or more proficiency tests. Filipino students failed at the lowest rate (34 percent), followed by Asian students (41 percent) and black students (51 percent). Students of all other ethnic groups failed at a rate slightly above the rate of the overall sample. About 5 percent of the seventh, eighth, and ninth grade students in this sample were LEP. These students were reported to be failing one or more of the proficiency tests about one and one-half times as often as FEP students.

Grades Four, Five, and Six

A total of 27,149 fourth, fifth, and sixth grade students assessed took one or more proficiency tests. Of those students, about 62 percent were white; 22 percent, Hispanic; 7 percent, Asian; 6 percent, black; 2 percent, Filipino; 1 percent American Indian; and less than 1 percent Pacific Islander. Overall, about 37 percent of these students failed one or more proficiency tests. Black, Filipino, Pacific Islander, and white students failed one or more tests at a rate below the overall sample. Asian students failed at the overall rate. American Indian students failed slightly above the overall rate, and Hispanic students failed at a rate well above the overall. Of the students sampled, about 6 percent were LEP. These students failed to pass one or more proficiency tests more than twice as often as FEP students. However, this may be the first time these LEP students were tested in the English language on a proficiency test. They will receive supplemental instruction and be retested in accordance with the district policy.

INTRODUCTION TO THE REPORT

The Pupil Proficiency Law, which has been in effect since June, 1981, requires students to meet locally developed proficiency standards and complete the local course of study requirements in order to receive a high school diploma. The law also requires that students in California public schools be assessed at least once in grades four through six, once in grades seven through nine, and twice in grades ten and eleven according to locally developed standards in the basic skills of reading comprehension, writing, and computation.

The assessment in grades four through six is mainly for purposes of early identification of students having difficulty in the areas of reading comprehension, writing, and computation. This early identification by the school district is then followed by appropriate supplementary instruction for the student. The Pupil Proficiency Law does not mandate any consequences for not passing the early identification test. Districts have an option to promote or retain students on the basis of test results; however, most districts have chosen not to use proficiency tests for this purpose.

Districts develop proficiency tests appropriate for students at different grade levels. The test given as a prerequisite to graduation is known as the exit version of the proficiency test. In most districts, administration of the proficiency test at the eighth or ninth grade level is usually the first time the exit version of the proficiency test is given. Students must pass the exit version of the test in order to meet the proficiency requirements for graduation. Students who do not pass all parts of the test are provided with supplemental instruction and have, at a minimum, two more opportunities to be assessed in the tenth and eleventh grades.

This study is required by Education Code Section 51219, which directs the State Department of Education to collect data annually from a representative sample of California school districts on the number of students who have met district proficiency requirements. These data are collected so that failure rates on the tests can be determined for various ethnic groups and for students of differing English fluency. The purpose of this data collection is to provide the Legislature with reliable information on the proficiency test failure rates for specific groups of students. In accordance with the requirements of Education Code Section 51219, data were collected in September, 1987, for grades four through twelve.

The study utilized a representative 15 percent sample of school districts (150) offering instruction in grades four through twelve. The sample for grades four through six consisted of 137 districts--91 elementary school and 46 unified school districts. The sample for grades seven through twelve included the same 46 unified school districts and 13 union high school districts. The data collection forms (see Appendix A) were mailed in September, 1987, to superintendents of districts in the sample. The directions that accompanied the forms indicated that the person in the district most knowledgeable about proficiency assessment should provide the requested data.

Of the 137 elementary school and unified school districts in the grades four through six sample, 32 did not submit complete reports. Thus, the sample on

which this analysis was based consisted of 105 districts, a response rate of approximately 77 percent. These districts reported a combined fourth, fifth, and sixth grade enrollment of 30,809, representing about a 3 percent sample of the total state enrollment of 948,838 students in those grades in 1986-87.

Of the 59 unified and union high school districts used in the grades seven through twelve sample, 16 did not submit complete reports. Thus, the sample on which this analysis was based consisted of 43 districts, a response rate of approximately 73 percent. The directions accompanying the 1987 forms for the high school districts were the same as those for the elementary school and unified school districts, with the exception of the instructions for grade twelve. In providing data for grade twelve, districts were asked to report the number of students who began the school year as twelfth graders but who would not graduate because of failure to accrue the minimum number of course credits the district required for graduation.

The sample school districts maintaining grades seven through nine reported a combined enrollment of 42,243, which represented about a 4 percent sample of the total state enrollment of 966,442 students in those grades. The same districts reported a combined tenth and eleventh grade enrollment of 48,152, which represented about a 7 percent sample of the total state enrollment of 705,565 students in those grades. For the twelfth grade, the districts in the sample reported a combined enrollment of 19,767, which represented about an 8 percent sample of the total state enrollment of 251,281 for grade twelve.

Of the 150 districts in the sample, 115 responded, and 35 either did not respond or did not provide usable data. The study sample, therefore, represented about 5 percent (140,971 students) of the state's enrollment in grades four through twelve (2,872,126 students) in 1986-87.

Districts design and administer their testing programs and establish their own pass/fail criteria. The results of this study reflect the diversity of policies throughout the state.

SUMMARY OF STUDENT PERFORMANCE ON PROFICIENCY ASSESSMENTS

GRADE TWELVE

This portion of the study focuses on grade twelve student performance on district proficiency tests as of December, 1986. The impact of the proficiency law is felt most profoundly at this level by the denial of a diploma to those students who do not pass all the proficiency tests. The failure rates in grades four through eleven are examined to give an indication of the numbers of students who are in need of supplemental instruction.

A total of 9,250 twelfth grade students identified by ethnicity by the sample districts took one or more proficiency tests as of December, 1986. Of the students assessed, 64 percent (5,938 students) were white; 21 percent (1,949 students) were Hispanic; 7 percent (611 students) were Asian; 5 percent (493 students) were black; 2 percent (193 students) were Filipino; 1 percent (48 students) were American Indian, and less than 1 percent (18 students) were Pacific Islander.

Since the data collected for this study were for twelfth grade students who had been tested prior to December, 1986, the failure rates reported in this study should be viewed with caution. They are probably overestimates of the actual percentages of students who would ultimately fail after being retested between December, 1986, and summer school, 1987.

Grade Twelve Proficiency Test Results, by Ethnicity

Grade twelve proficiency test failure rates, by ethnicity of the students, are presented in Table 1. Two conditions are requisite to graduation--meeting district-prescribed course requirements and passing all three district-developed proficiency tests. The data in this table represent the percent of students that failed one or more tests, including those who met course requirements and those who failed to meet course requirements. Overall, approximately 20 percent (1,850 of the twelfth grade students) failed one or more proficiency tests. Black and white students failed slightly higher than the overall rate. All other students failed at a lower rate, with Filipinos and Pacific Islanders failing at a rate significantly lower than that of the overall sample.

Table 1
Grade Twelve Proficiency Test Results, by Ethnicity

Ethnicity	Number assessed	Percent that failed one or more tests (including those who met course requirements and those who did not)
American Indian	48	17
Asian	611	17
Black	493	23
Filipino	193	10
Hispanic	1,949	17
Pacific Islander	18	6
White	5,938	21
All students	9,250	20

Grade Twelve Proficiency Test Results, by Language Fluency

Of the 9,322 twelfth grade students in the sample, only about 7 percent (650 students) were reported to be limited-English proficient (LEP). The remaining 93 percent (8,672 students) were reported as fluent-English-proficient (FEP) students.

As shown in Table 2, approximately 20 percent of all twelfth grade students in the sample failed one or more proficiency tests as of December, 1986. When language fluency is introduced as a variable, the failure rates are greatly affected. Table 2 indicates that LEP students failed proficiency tests more than one and one-half times as often as FEP students, who failed proficiency tests slightly below the rate of the overall sample. These data, however, should not be viewed as representing a failure on the part of districts to provide adequate instruction for LEP students. The number of LEP students reported at the twelfth grade level is relatively small.

Table 2
Grade Twelve Proficiency Test Results, by Language Fluency

Language fluency	Number assessed	Percent that failed one or more tests (including those who met course requirements and those who did not)
LEP	650	33
FEP	8,672	19
All students	9,322*	20

*Because of inconsistencies in district reporting, student totals differ from those shown for ethnicity.

Student Progress in Meeting District Course Requirements, by Ethnicity and Language Fluency

As mentioned earlier, since June, 1981, all students graduating from a public high school in California must satisfy two requirements. First, they must pass their districts' proficiency tests in reading comprehension, writing, and computation. And second, as has been required in the past, they must meet their districts' course of study requirements.

Districts were asked to report the number of students in grade twelve who, by the end of the 1986-87 school year, were not expected to accumulate enough course credits to graduate, regardless of whether or not they had met or would be able to meet proficiency requirements. Of the 9,250 grade twelve students reported by ethnicity, 14 percent were not expected to meet district course requirements. In other words, even if these students passed all proficiency tests, they still would not graduate with their class because of their failure to meet district course requirements.

Table 3 indicates that all Pacific Islander students met course requirements; American Indian students failed to meet course requirements at a rate well below the overall sample; and Asian, Filipino, and white students failed at a rate slightly lower than that of the overall sample. Black and Hispanic students failed at a rate slightly higher than that of the overall sample.

Table 3
Grade Twelve Proficiency Test Results for Students Not Meeting District Course Requirements, by Ethnicity

Ethnicity	Number assessed	Percent not meeting course requirements
American Indian	48	10
Asian	611	13
Black	493	17
Filipino	193	13
Hispanic	1,949	18
Pacific Islander	18	0
White	5,938	13
All students	9,250	14

Table 4 shows that 23 percent of the LEP students assessed failed to meet district course requirements, a rate which is one and one-half times higher than that of the overall sample. In contrast, only 14 percent of the FEP students did not meet district course requirements.

Table 4
Grade Twelve Proficiency Test Results for Students Not Meeting District Course Requirements, by Language Fluency

Language fluency	Number assessed	Percent not meeting course requirements
LEP	650	23
FEP	8,672	14
All students	9,322*	15

*Because of inconsistencies in district reporting, student totals differ from those shown for ethnicity.

Table 5 shows that of the twelfth grade students in the sample who were eligible to graduate by having met course requirements, 15 percent (1,387 students) failed one or more proficiency tests. Students in all ethnic groups, with the exception of black students and white students, were well below the overall rate. Black students and white students failed one or more tests at a rate slightly higher than the overall rate.

Table 5
Grade Twelve Proficiency Test Results for Students Meeting Course Requirements, by Ethnicity

Ethnicity	Number assessed	Percent meeting course requirements but failing one or more tests
American Indian	48	10
Asian	611	9
Black	493	17
Filipino	193	7
Hispanic	1,949	12
Pacific Islander	18	6
White	5,938	17
All students	9,250	15

Table 6 shows that the percentage of LEP students who met course requirements but who failed one or more proficiency tests is just slightly above that of FEP students.

Table 6
Grade Twelve Proficiency Test Results for Students
Meeting Course Requirements, by Language Fluency

Language fluency	Number assessed	Percent meeting course requirements but failing one or more tests
LEP	650	18
FEP	8,672	15
All students	9,322*	15

*Because of inconsistencies in district reporting, student totals differ from those shown for ethnicity.

Potential Impact of Course Requirements and Proficiency Tests on Graduation Rates of 1987 High School Seniors

The interaction of course requirements and proficiency requirements is illustrated in Chart 1. The charts for the Asian, black, Hispanic, white, and all pupils in the grade twelve student sample display the proportions of students who were in danger of not graduating at the end of the 1986-87 school year. Only 5 percent of all pupils failed to meet course requirements and failed one or more proficiency tests; 9 percent did not meet course requirements but passed the proficiency tests; and 15 percent met course requirements but, as of December, 1986, did not pass all three proficiency tests (i.e., reading comprehension, writing, and computation tests).

Seventeen percent of both the white and black students, 9 percent of the Asian students, and 12 percent of the Hispanic students were in danger of not graduating in 1987 solely because of failure to pass the proficiency tests.

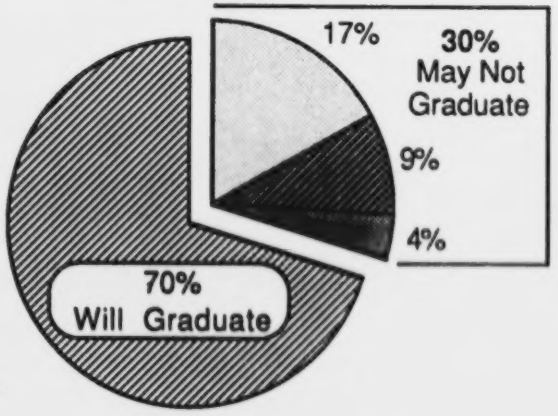
It is likely that supplemental instruction and retesting during the remainder of the 1986-87 school year would considerably reduce the number of students who would not graduate because of failure to pass proficiency tests.

CHART 1

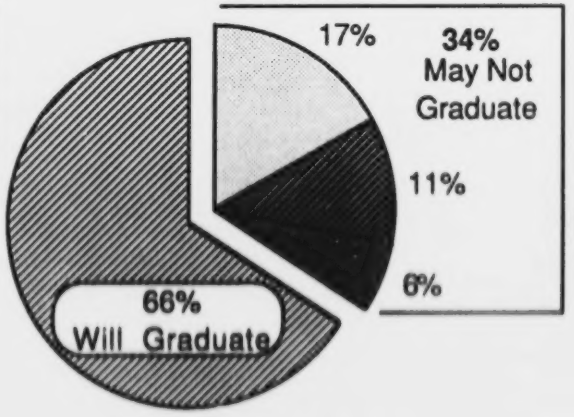
POTENTIAL IMPACT OF COURSE REQUIREMENTS AND PROFICIENCY TESTS ON HIGH SCHOOL SENIORS

(Based on Data as of December, 1986)

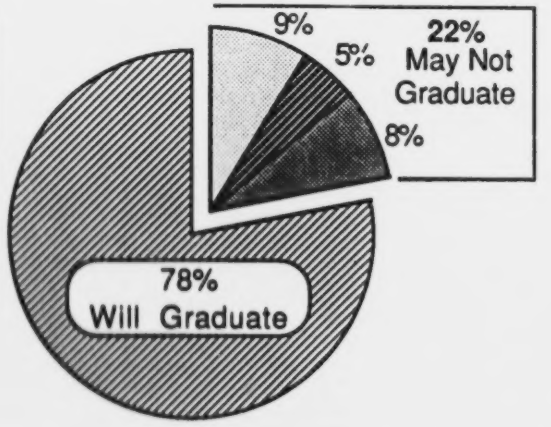
White Students (5,938)



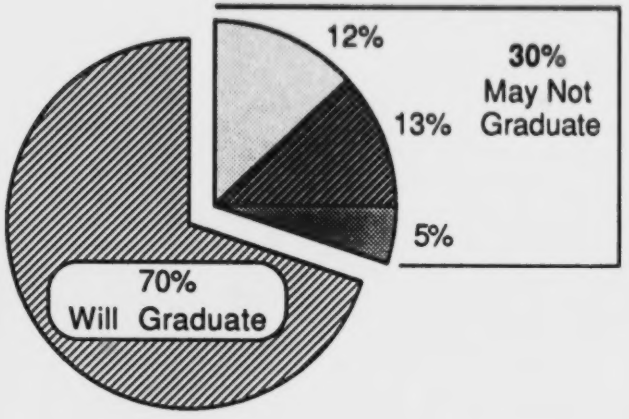
Black Students (493)



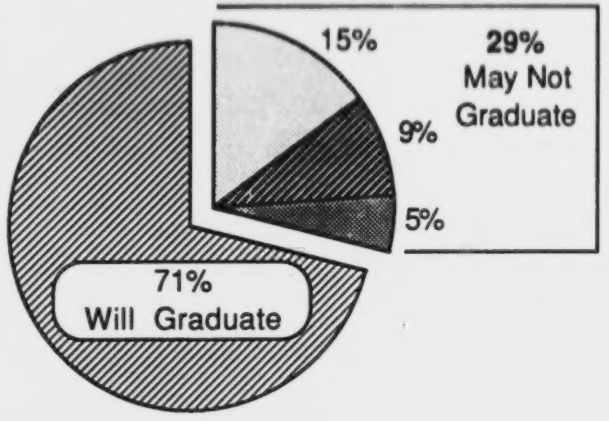
Asian Students (611)

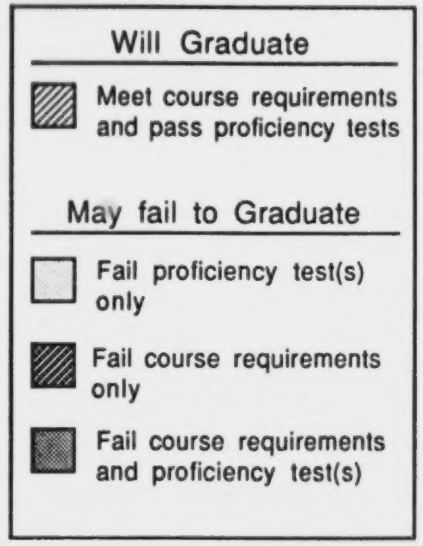


Hispanic Students (1,949)



All Students (9,250)




Will Graduate
Meet course requirements and pass proficiency tests
May fail to Graduate
Fail proficiency test(s) only
Fail course requirements only
Fail course requirements and proficiency test(s)

The number of students assessed, in parentheses, is the base used to calculate these percentages.

GRADES TEN AND ELEVEN

The purpose of school district proficiency testing is to ensure that students graduating from California public high schools have acquired certain essential competencies. To measure a student's progress toward acquiring these competencies, most districts first administer the exit version of the proficiency test, which twelfth graders must pass in order to graduate, at the eighth or ninth grade level. Results of this examination process are used to identify strengths and weaknesses of individual students and therefore determine the extent and form of the remediation to be provided. This remediation accounts for the existence of lower failure rates at the twelfth grade compared to failure rates at the ninth, tenth, and eleventh grades. Students who pass the exit version of the test between grades nine and eleven need not be tested in grade twelve.

A total of 29,775 tenth and eleventh grade students identified by ethnicity in the sample districts took one or more proficiency tests. Of the students assessed, approximately 64 percent (18,961 students) were white; 20 percent (6,090 students) were Hispanic; 7 percent (1,947 students) were black; 6 percent (1,890 students) were Asian; 2 percent (596 students) were Filipino; 1 percent (227 students) were American Indian; and less than 1 percent were Pacific Islander (64 students).

Since the data for the tenth and eleventh grade students in this study were collected prior to November, 1986, it is important to remember that these students will probably have at least one more opportunity to pass the exit version of their districts' proficiency tests. Therefore, the failure rates in the tenth and eleventh grade section of the study should be viewed in that context.

Grades Ten and Eleven Proficiency Test Results, by Ethnicity

Tenth and eleventh grade proficiency test failure rates, by ethnicity of the students, are presented in Table 7. Overall, half of the tenth and eleventh grade students in the sample failed one or more proficiency tests prior to December, 1986. Filipino students had the lowest failure rate, 31 percent; Asian and black students were below the overall rate with a 44 percent failure rate; Hispanic and white students both had a 51 percent failure rate, just above the overall rate; Pacific Islander students had a 52 percent failure rate; and American Indians had a 56 percent failure rate.

Approximately 27 percent of the tenth and eleventh grade students in the sample failed the reading proficiency test, 32 percent failed the writing test, and 34 percent failed the math test. Students of all ethnic groups except Asian and Pacific Islander students had lower failure rates on the reading test than on the writing or math test. The failure rate of Asian and Filipino students on the math test was significantly lower than the overall rate of students failing that test.

Table 7
Grades Ten and Eleven Proficiency Test Results, by Ethnicity

Ethnicity	Number assessed	Percent that failed one or more tests	Percent that failed: Reading test	Writing test	Math test
American Indian	227	56	33	37	40
Asian	1,890	44	33	35	23
Black	1,947	44	27	30	35
Filipino	596	31	21	23	23
Hispanic	6,090	51	31	34	35
Pacific Islander	64	52	42	44	41
White	18,961	51	26	31	35
All students	29,775	50	27	32	34

Grades Ten and Eleven Proficiency Test Results, by Language Fluency

Of the 30,163 tenth and eleventh grade students in the sample, 5 percent (1,602 students) were reported to be limited-English proficient (LEP). The remaining 95 percent (28,561 students) were reported to be fluent-English proficient (FEP).

As mentioned previously, half of the tenth and eleventh grade students in the sample failed to pass one or more proficiency tests as of December, 1986. The failure rates for LEP students are dramatic in comparison with those of FEP students. Table 8 indicates that LEP students in grades ten and eleven failed one or more proficiency tests almost one and one-half times as often as FEP students. LEP students failed the reading and writing tests about twice as often as FEP students.

Table 8
Grades Ten and Eleven Proficiency Test Results, by Language Fluency

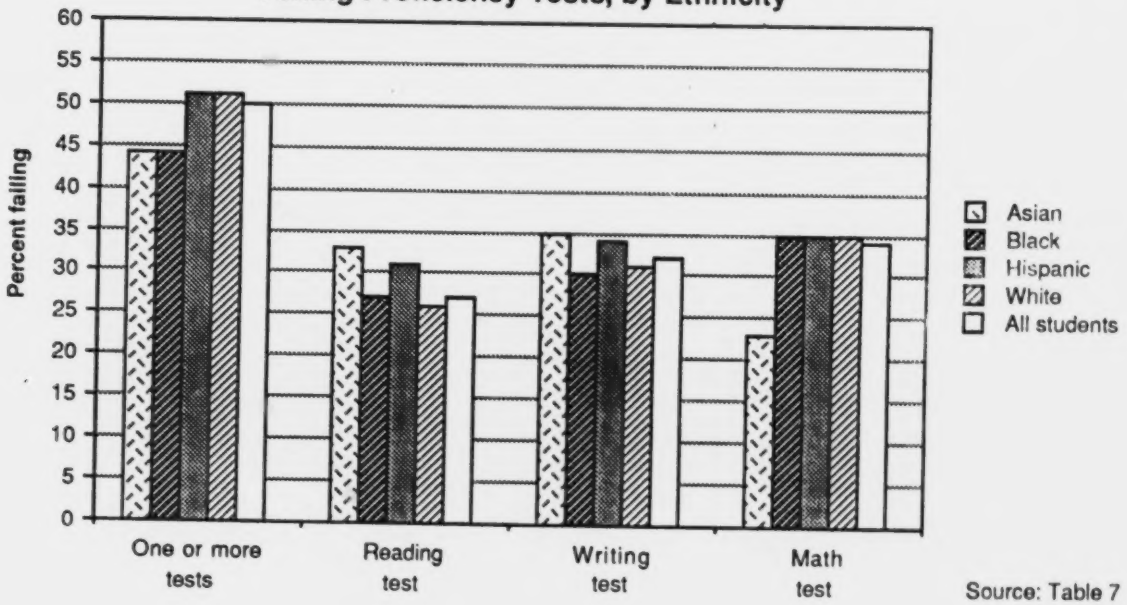
Language fluency	Number assessed	Percent that failed one or more tests	Percent that failed: Reading test	Writing test	Math test
LEP	1,602	72	54	58	44
FEP	28,561	49	26	31	34
All students	30,163*	50	28	33	35

*Because of inconsistencies in district reporting, student totals differ from those shown for ethnicity.

Charts 2 and 3 are graphic illustrations of the percent of students in grades ten and eleven who failed one or more tests and the percent of failure for each test, by ethnicity and language fluency.

Chart 2

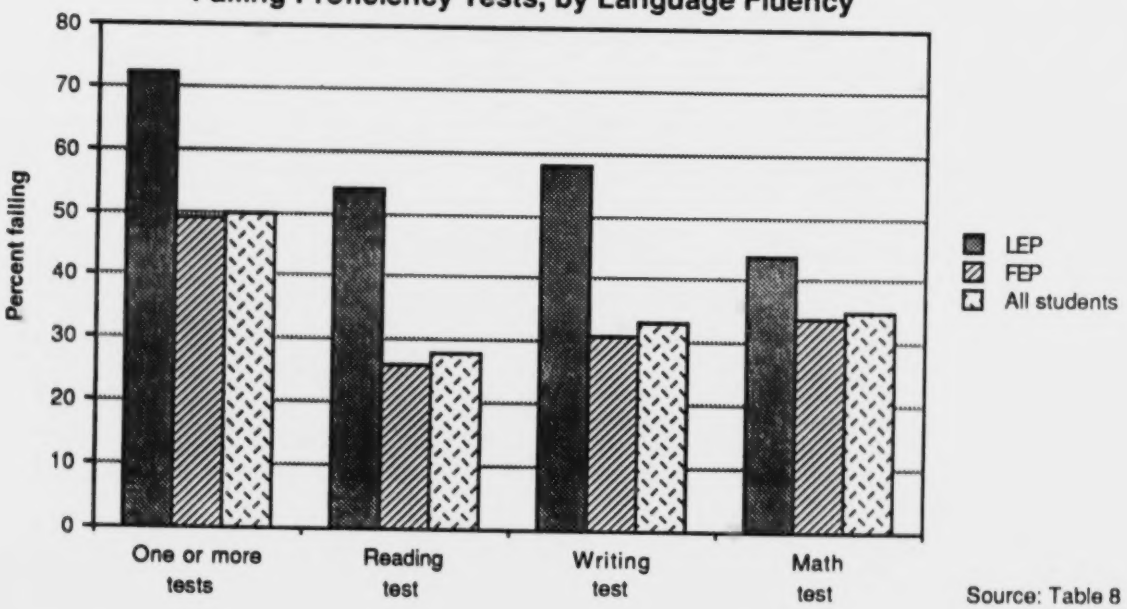
Percent of Grades Ten and Eleven Students Failing Proficiency Tests, by Ethnicity



Source: Table 7

Chart 3

Percent of Grades Ten and Eleven Students Failing Proficiency Tests, by Language Fluency



Source: Table 8

GRADES SEVEN, EIGHT, AND NINE

The Pupil Proficiency Law requires that students in California public schools be assessed at least once in grades seven through nine. A total of 37,604 seventh, eighth, and ninth grade students identified by ethnicity by the sample districts took one or more proficiency tests at the time of this study. Of the students assessed, about 64 percent (24,222 students) were white; 20 percent (7,579 students) were Hispanic; 7 percent (2,486 students) were Asian; 5 percent (2,007 students) were black; 2 percent (842 students) were Filipino; 1 percent (391 students) were American Indian; and less than 1 percent (77 students) were Pacific Islander.

Since the seventh, eighth, and ninth grade students in this study may have taken an exit version of the district's proficiency tests for the first time, the incidence of students failing the tests would tend to be high. These students will be provided with supplemental instruction and will have a minimum of two more opportunities to pass the proficiency tests before their classes graduate.

Grades Seven, Eight, and Nine Proficiency Test Results, by Ethnicity

Seventh, eighth, and ninth grade proficiency test failure rates, by student ethnicity, are presented in Table 9. Overall, approximately 53 percent of the seventh, eighth, and ninth grade students in the sample failed one or more proficiency tests as of December, 1986. Filipino students failed at the lowest rate (34 percent), followed by Asian students (41 percent) and black students (51 percent). Students of all other ethnic groups failed at a rate slightly above the rate of the overall sample.

Table 9
Grades Seven, Eight, and Nine Proficiency Test Results, by Ethnicity

Ethnicity	Number assessed	Percent that failed one or more tests	Percent that failed: Reading test	Writing test	Math test
American Indian	391	55	31	36	42
Asian	2,486	41	28	34	20
Black	2,007	51	29	31	43
Filipino	842	34	21	20	21
Hispanic	7,579	56	37	39	39
Pacific Islander	77	57	45	43	47
White	24,222	54	27	31	41
All students	37,604	53	29	33	39

Approximately 29 percent of the seventh, eighth, and ninth grade students in the sample failed the reading proficiency test, about 33 percent failed the writing test, and 39 percent failed the math test. American Indian, black, Hispanic, and white students failed at a lower rate on the reading test than on the writing and math tests. Asian students failed the math test at a rate considerably lower than the rates for the reading and writing tests.

Grades Seven, Eight, and Nine Proficiency Test Results, by Language Fluency

Of the 38,135 seventh, eighth, and ninth grade students identified by language fluency, about 5 percent (1,877 students) were reported to be limited-English proficient (LEP). The remaining 95 percent (36,258 students) were reported to be fluent-English-proficient (FEP) students.

Table 10 indicates that LEP students failed one or more of the proficiency tests about one and one-half times as often as FEP students. LEP students failed the reading test more than twice as often as FEP students, failed the writing test almost twice as often, and failed the math test at a rate somewhat above that for FEP students.

Table 10
Grades Seven, Eight, and Nine Proficiency Test Results, by Language Fluency

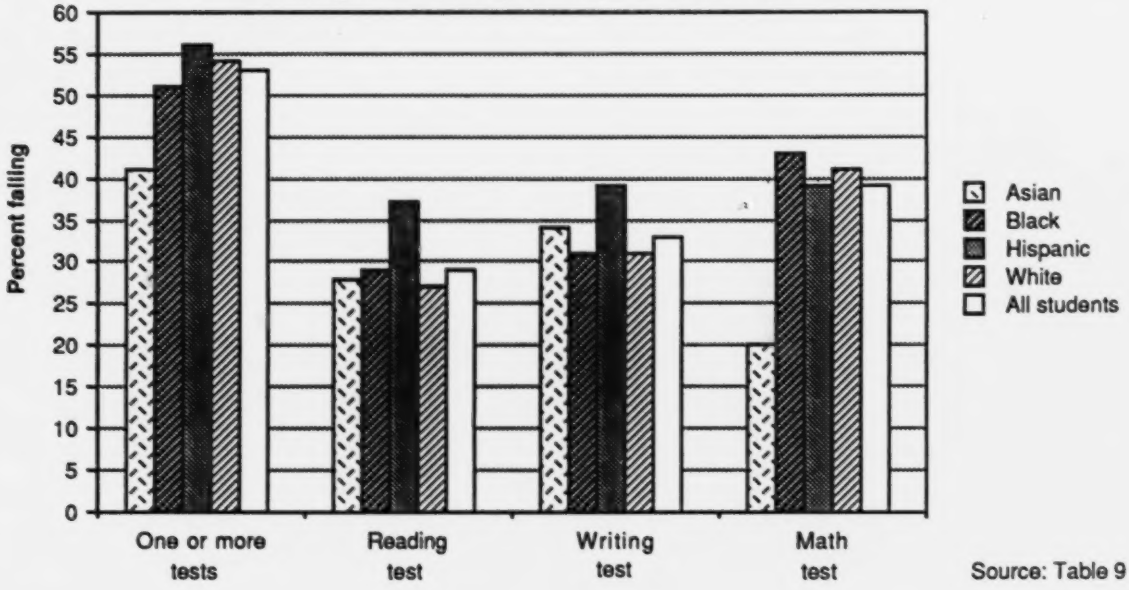
Language fluency	Number assessed	Percent that failed one or more tests	Percent that failed: Reading test	Writing test	Math test
LEP	1,877	74	57	58	44
FEP	36,258	52	27	31	38
All students	38,135*	53	29	33	38

*Because of inconsistencies in district reporting, student totals differ from those shown for ethnicity.

Charts 4 and 5 are graphic illustrations of the percent of students in grades seven, eight, and nine failing one or more tests and the percent of failure for each test, by ethnicity and language fluency.

Chart 4

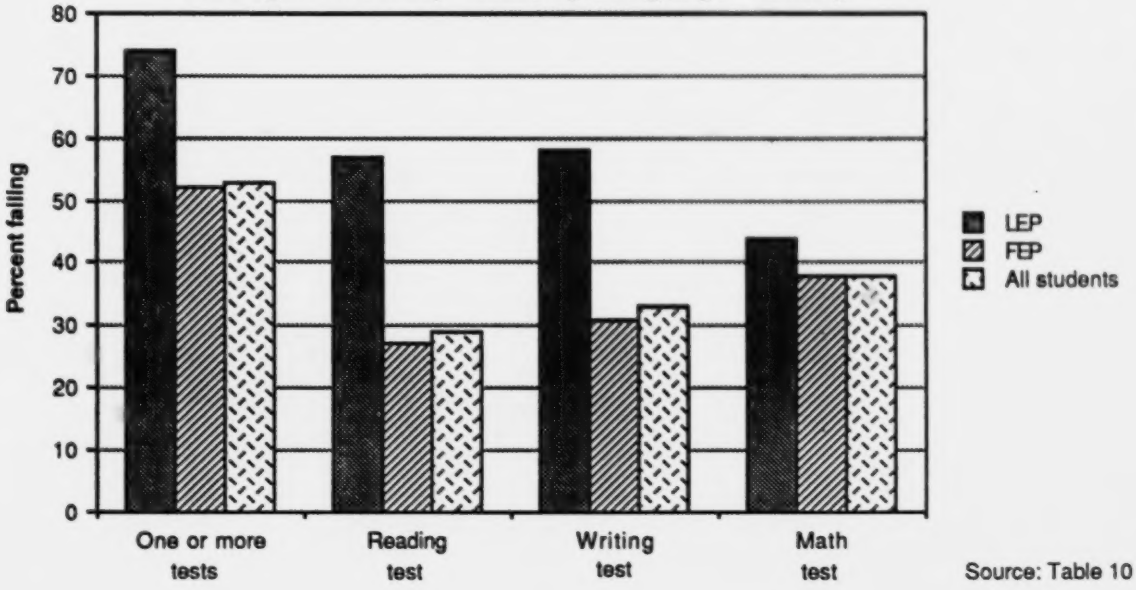
Percent of Grades Seven, Eight, and Nine Students Failing Proficiency Tests, by Ethnicity



Source: Table 9

Chart 5

Percent of Grades Seven, Eight, and Nine Students Failing Proficiency Tests, by Language Fluency



Source: Table 10

GRADES FOUR, FIVE, AND SIX

There were 27,149 fourth, fifth, and sixth grade students identified by ethnicity in the sample districts took one or more proficiency tests as of December, 1986. Of the students assessed, approximately 62 percent (16,879 students) were white; 22 percent (5,957 students) were Hispanic; 7 percent (1,867 students) were Asian; 6 percent (1,590 students) were black; 2 percent (566 students) were Filipino; 1 percent (189 students) were American Indian; and less than 1 percent (101 students) were Pacific Islander.

Since the intent of assessing students in the elementary grades is to identify a student's areas of weakness and provide appropriate supplemental instruction, it is appropriate to look at how students are performing on each proficiency test (reading, writing, and computation).

Grades Four, Five, and Six Proficiency Test Results, by Ethnicity

Overall, 37 percent of the students failed one or more proficiency tests. Black, Filipino, Pacific Islander, and white students failed one or more tests at a rate below the overall rate; Asian students failed at the overall rate; American Indian students failed at a rate slightly above the overall rate; and Hispanic students failed at a rate well above the overall rate.

Table 11 shows that 20 percent of the fourth, fifth, and sixth grade students in the sample failed the reading test, 21 percent failed the math test, and 25 percent failed the writing test. Students in all ethnic groups had lower failure rates on the reading test than on the writing test. At these grade levels, Hispanic students failed all tests at a rate considerably higher rate than the overall rate.

Table 11
Grades Four, Five, and Six Proficiency Test Results, by Ethnicity

Ethnicity	Number assessed	Percent that failed one or more tests	Percent that failed: Reading test	Writing test	Math test
American Indian	189	38	18	24	18
Asian	1,867	37	21	30	17
Black	1,590	31	17	22	19
Filipino	566	29	12	20	13
Hispanic	5,957	49	33	37	29
Pacific Islander	101	29	21	27	20
White	16,879	35	16	21	19
All students	27,149	37	20	25	21

Grades Four, Five, and Six Proficiency Test Results, by Language Fluency

Of the 29,248 fourth, fifth, and sixth grade students in the sample, about 6 percent (1,808 students) were reported to be limited-English proficient (LEP). The remaining 94 percent (27,440 students) were reported to be fluent-English proficient (FEP).

Table 12 indicates that LEP students in the sample failed to pass one or more of the proficiency tests more than twice as often as FEP students. LEP students also failed to pass the reading test more than three times as often, the writing test more than two and one-half times as often, and the math test more than one and one-half times as often as FEP students.

These results reflect the fact that the fourth, fifth, and sixth grade testing may have been the first time LEP students were tested in the English language. Since the intent of the Pupil Proficiency Law is to identify those students with weaknesses in reading, writing, and math, all students who have difficulties in the basic skills areas will be provided supplemental instruction and will be retested in accordance with district policy.

Table 12
Grades Four, Five, and Six Proficiency Test Results, by Language Fluency

Language fluency	Number assessed	Percent that failed one or more tests	Percent that failed: reading test	writing test	math test
LEP	1,808	74	56	59	37
FEP	27,440	35	18	22	21
All students	29,248*	37	20	24	22

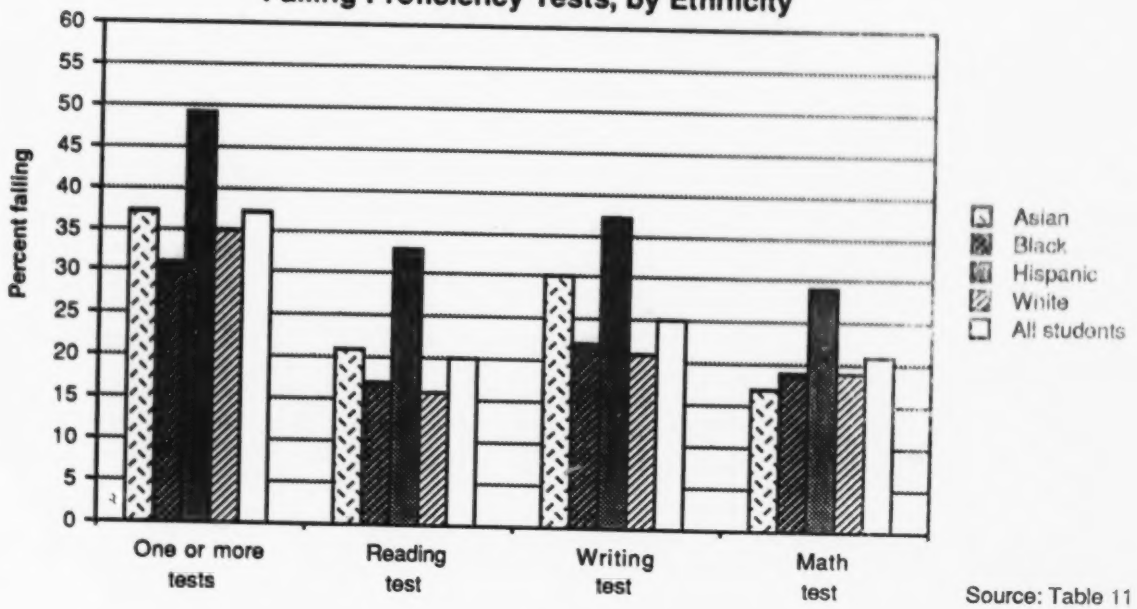
*Because of inconsistencies in district reporting, student totals differ from those shown for ethnicity.

Charts 6 and 7 are graphic illustrations of the percent of students in grades four, five, and six failing one or more tests and the percent of failure for each test, by ethnicity and language fluency.

In summary, most districts base proficiency requirements on their course of study requirements. Therefore, it is not likely that students will pass course requirements and not pass district minimum proficiency requirements. In addition, districts are not promoting students as readily as in the past. Therefore, fewer students who are not at a minimum level of proficiency in the basic skills are being promoted or graduated. That result was the intent of the legislation.

Chart 6

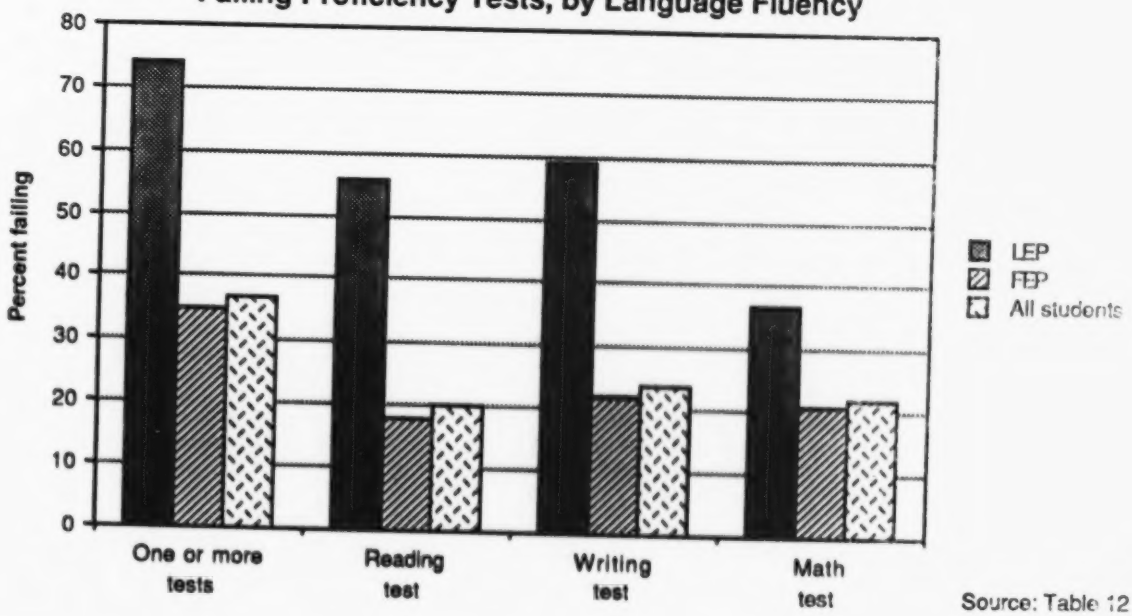
Percent of Grades Four, Five, and Six Students Failing Proficiency Tests, by Ethnicity



Source: Table 11

Chart 7

Percent of Grades Four, Five, and Six Students Failing Proficiency Tests, by Language Fluency



Source: Table 12

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

Bill Honig
Superintendent
of Public Instruction

September 30, 1987

TO : Selected Superintendents of Elementary, High, and Unified School Districts

ATTN: Designated Proficiency Contact Person

FROM : Alexander I. Law, Director
Program Evaluation and Research Division

SUBJECT: 1986-87 PROFICIENCY ASSESSMENT DATA COLLECTION

Education Code Section 51219 requires the State Department of Education to collect passing rates on district proficiency tests annually from a representative sample of school districts. To aid in the data collection effort, we have prepared the enclosed form(s) and accompanying directions for school year 1986-87. These forms are almost identical to the sample forms we mailed to you in December 1986, at which time we advised you that your district was one of those selected in our sample for 1986-87.

Please complete and return the form(s) no later than November 16, 1987. The Department produces a report based on these data and presents it to the Legislature in January.

If you have any questions about the forms or the process, you may call Norma Carolan at (916) 323-6395.

AIL:nlt

Enclosures

Ethnicity

The ethnic category which most closely reflects the individual's recognition in the community should be used for purposes of this report. Only one ethnic category per individual may be reported.

American Indian or Alaskan Native: A person having origin in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., China, India, Japan and Korea.

Pacific Islander: A person having origins in any of the original peoples of the Polynesian, Micronesian, or Melanesian Islands (excludes the Philippine Islands).

Filipino: A person having origins in any of the original peoples of the Philippine Islands.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin--regardless of race.

Black, not of Hispanic Origin: A non-Hispanic person having origins in any of the black racial groups of Africa.

White, not of Hispanic Origin: A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, Middle East, e.g., England, Portugal, Egypt, and Iran.

INSTRUCTIONS FOR PROFICIENCY ASSESSMENT

DATA COLLECTION FORM FOR 1986-87 SCHOOL YEAR

Background

Education Code Section 51216 requires that students in California public schools be assessed "at least once during the fourth through the sixth grade experience, once during the seventh through ninth grade experience, and twice during the tenth through eleventh grade experience" on locally developed standards in the basic skills of reading comprehension, writing, and computation. Since June 1981, students have had to meet locally developed proficiency requirements in addition to completing the local course of study requirements in order to receive a high school diploma.

Education Code Section 51219 also directs the State Department of Education to collect information on passing rates on district proficiency tests annually from a representative sample of school districts. Information must be collected for grades four through six, seven through nine, ten, eleven, and twelve, according to students' ethnic background and English-speaking ability. The Department of Education is required to report these findings to the Legislature.

Who must be counted

All students in the grades reported except for those enrolled in Special Education programs, must be counted and tested. The data collection must be from grades four through six, seven through nine, ten and eleven, and twelve. Some schools may test at one grade level and others may test at a different grade level. Therefore, please specify on the appropriate form the grade at which students were tested. The data collected should be from the 1987-88 school year. Grade twelve information should reflect the passing rates for the graduating class of 1987.

The enclosed forms consist of two parts. Part I, Language Fluency, asks school districts to report passing rates for students according to identified language fluency utilizing two categories: Limited-English proficient (LEP) and fluent-English-proficient (FEP).

Part II, Ethnicity, asks school districts to report passing rates for students according to the ethnic background of the student. (See explanation of ethnic categories on reverse side of cover letter.)

How to fill out the form

Once you have identified students according to language fluency and ethnicity, you are ready to complete Part I and Part II for each form. The total in each column on Part I (Language Fluency) should equal the total in each column on Part II (Ethnicity) since you are reporting the same students in two different categories.

Under Column (1), entitled "Number enrolled," enter the number of students enrolled at the reported grade level at the time of assessment.

Under Column (2), entitled "Number assessed," enter the number of students who have actually taken the district proficiency tests on reading, writing,

and computation.

Under Column (3), entitled "Number passed all tests," enter the number of students who have taken and passed the district reading, writing and computation proficiency tests.

Under Column (4), entitled "Number passed reading test," enter the number of students who have passed the district's reading proficiency test.

(Note: THE NUMBERS IN COLUMNS (4), (5), AND (6) WILL BE EITHER EQUAL TO, OR LARGER THAN, THE NUMBER IN COLUMN (3) SINCE SOME STUDENTS WILL HAVE PASSED ONE OR TWO PROFICIENCY TESTS BUT MAY NOT HAVE PASSED ALL TESTS YET.)

Under Column (5), entitled "Number passed writing test," enter the number of students who have passed the district's writing proficiency test.

Under Column (6), entitled "Number passed computation test," enter the number of students who have passed the district's computation proficiency test.

Grade 12 only

Use Columns (7) and (8) to record the total number of twelfth grade students who did not graduate in the class of 1987 because of failure to accrue the minimum number of course credits required for graduation or did not pass all proficiency tests, whether assessed in Grade 12 or not.

Under Column (7), entitled "Number NOT eligible to graduate and passed all tests," enter the number of twelfth graders who did not accrue enough credits to graduate but passed all the district's proficiency tests, whether assessed in Grade 12 or not.

Under Column (8), entitled "Number NOT eligible to graduate and not passed all tests," enter the number of twelfth graders who did not accrue enough credits to graduate and who did not pass all district proficiency tests, whether assessed in Grade 12 or not.

The above information will be used to calculate the number of students who did not graduate because of: 1) failure to pass proficiency tests, 2) insufficient course credit accrual; and 3) failure to pass proficiency tests and meet district course requirements.

SINCE PART I AND PART II ON EACH FORM REFER TO THE SAME GROUP OF STUDENTS (BUT CATEGORIZED DIFFERENTLY), THE TOTAL FOR EACH COLUMN IN PART I MUST BE EQUAL TO THE TOTAL FOR THE SAME COLUMN IN PART II.

After completing both Part I and Part II of each form, turn the page over and fill in the name, title, and telephone number of the person completing the form. Once you have completed both sides of the form, please return it to Proficiency Assessment Report, Program Evaluation and Research Division, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, no later than November 16, 1987.

California State Department of Education
PERD-(9/87)

Return by November 16, 1987 to:
Proficiency Assessment Report
Program Evaluation and
Research Division
California State Department of
Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-0297

Proficiency Assessment Report

1986-87

Name of person completing form	
Title	Phone ( )
District	County
Signature	

Grades 4-6 Proficiency Assessment Report

1986-87

Grade Tested: _____

Part I* Language status		Number** enrolled (1)	Number assessed (2)	Number passed all tests (3)	Number passed reading test (4)	Number passed writing test (5)	Number passed computation test (6)
Limited-English-proficienct (LEP)	01						
All others +	02						
Total	03						
Part II* Ethnicity							
American Indian or Alaskan	04						
Asian	05						
Pacific Islander (Polynesian, Micronesian, Melanesian)	06						
Filipino	07						
Hispanic	08						
Black--not of Hispanic origin	09						
White--not of Hispanic origin	10						
Total	11						

* Please read instructions before completing this form.
** Number of students at grade level at time of assessment.
\+ Including English-only and Fluent-English-proficient (FEP).

California State Department of Education
PERD-(9/87)

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Proficiency Assessment Report
Program Evaluation and
Research Division
California State Department of
Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-0297

Proficiency Assessment Report

1986-87

Name of person completing form	
Title	Phone ( )
District	County
Signature	

Grades 7-9 Proficiency Assessment Report

1986-87

Grade Tested:_____

Part I* Language status		Number** enrolled (1)	Number assessed (2)	Number passed all tests (3)	Number passed reading test (4)	Number passed writing test (5)	Number passed computation test (6)
Limited-English-proficienct (LEP)	01						
All others +	02						
Total	03						

Part II*

Ethnicity

American Indian or Alaskan	04						
Asian	05						
Pacific Islander (Polynesian, Micronesian, Melanesian)	06						
Filipino	07						
Hispanic	08						
Black--not of Hispanic origin	09						
White--not of Hispanic origin	10						
Total	11						

* Please read instructions before completing this form.
** Number of students at grade level at time of assessment.
\+ Including English-only and Fluent-English-proficient (FEP).

California State Department of Education
PERD-(9/87)

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Program Evaluation and
Research Division
California State Department of
Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-0297

Proficiency Assessment Report

1986-87

Name of person completing form	
Title	Phone ( )
District	County
Signature	

Grade 10 Proficiency Assessment Report

1986-87

Part I* Language status		Number** enrolled (1)	Number assessed (2)	Number passed all tests (3)	Number passed reading test (4)	Number passed writing test (5)	Number passed computation test (6)
Limited-English-proficienct (LEP)	01						
All others +	02						
Total	03						

Part II*

Ethnicity

American Indian or Alaskan	04						
Asian	05						
Pacific Islander (Polynesian, Micronesian, Melanesian)	06						
Filipino	07						
Hispanic	08						
Black--not of Hispanic origin	09						
White--not of Hispanic origin	10						
Total	11						

* Please read instructions before completing this form.
** Number of students at grade level at time of assessment.
\+ Including English-only and Fluent-English-proficient (FEP).

California State Department of Education
PERD-(9/87)

Return by November 16, 1987 to:
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California State Department of
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P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-0297

Proficiency Assessment Report

1986-87

Name of person completing form	
Title	Phone ( )
District	County
Signature	

Grade 11 Proficiency Assessment Report

1986-87

Part I* Language status		Number** enrolled (1)	Number assessed (2)	Number passed all tests (3)	Number passed reading test (4)	Number passed writing test (5)	Number passed computation test (6)
Limited-English-proficienct (LEP)	01						
All others +	02						
Total	03						

Part II*

Ethnicity

American Indian or Alaskan	04						
Asian	05						
Pacific Islander (Polynesian, Micronesian, Melanesian)	06						
Filipino	07						
Hispanic	08						
Black--not of Hispanic origin	09						
White--not of Hispanic origin	10						
Total	11						

* Please read instructions before completing this form.
** Number of students at grade level at time of assessment.
\+ Including English-only and Fluent-English-proficient (FEP).

California State Department of Education
PERD-(9/87)

Return by November 16, 1987 to:
Proficiency Assessment Report
Program Evaluation and
Research Division
California State Department of
Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-0297

Proficiency Assessment Report

1986-87

Name of person completing form	
Title	Phone ( )
District	County
Signature	

Grade 12 Proficiency Assessment Report

1986-87

Part I* Language status		Number** enrolled (1)	Number assessed (2)	Number passed all tests (3)	Number passed reading test (4)	Number passed writing test (5)	Number passed computation test (6)	Number NOT eligible to graduate: and passed all tests (7)	Number NOT eligible to graduate: and not passed all tests (8)
Limited-English-proficienct (LEP)	01								
All others +	02								
Total	03								

Part II*

Ethnicity

American Indian or Alaskan	04								
Asian	05								
Pacific Islander (Polynesian, Micronesian, Melanesian)	06								
Filipino	07								
Hispanic	08								
Black--not of Hispanic origin	09								
White--not of Hispanic origin	10								
Total	11								

* Please read instructions before completing this form.
** Number of students at grade level at time of assessment.
\+ Including English-only and Fluent-English-proficient (FEP).

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
ALLENSWORTH ELEMENTARY	2
ANDERSON VALLEY	35
ANTELOPE	52
ARCATA	81
ARMONA	87
BASSETT UNIFIED	378
BAYSHORE	32
BELRIDGE	6
BRADLEY ELEMENTARY	3
BUCKEYE	61
BUENA PARK	400
BUENA VISTA	4
BUTTONWILLOW	31
CAMBRIA UNION	45
CARUTHERS UNION ELEMENTARY	64
CASCADE UNION ELEMENTARY	174
CASMALIA ELEMENTARY	1
CHINO UNIFIED	1404
CINNABAR SCHOOL DISTRICT	27
CONEJO VALLEY UNIFIED	1104
DIGIORGIO	13
DINUBA ELEMENTARY	207
DOWNEY UNIFIED	1018
ELK GROVE UNIFIED	1234

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
ETNA UNION ELEMENTARY	43
FALLBROOK UNION ELEMENTARY	408
FERNDALE	45
FOUNTAIN VALLEY	675
FREMONT UNIFIED	3691
GALT JOINT UNION	162
GARVEY	855
GENERAL SHAFTER	19
HUENEME ELEMENTARY	754
INGLEWOOD UNIFIED	1107
KIT CARSON UNION	46
LA HABRA CITY	448
LA MESA-SPRING VALLEY	1105
LAFAYETTE	255
LAKESIDE UNION ELEMENTARY	26
LAMONT	181
LINDEN UNIFIED	131
LIVE OAK UNIFIED	101
LOST HILLS UNION	109
MARIPOSA COUNTY UNIFIED	124
MCKITTRICK	4
MENLO PARK CITY	117
MERCED RIVER	32
MINERAL	3

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
MONROE ELEMENTARY	13
MONTE RIO UNION	26
MONTEBELLO	6
MOTHER LODE UNION	290
MOUNTAIN EMPIRE	351
MOUNTAIN VIEW ELEMENTARY	113
MUROC JOINT UNIFIED	245
NEWPORT-MESA UNIFIED	952
NICASSIO	5
PACIFIC GROVE UNIFIED	166
PIEDMONT UNIFIED	147
PINER-OLIVET UNION	132
PLANADA ELEMENTARY	71
PLAZA	15
RANCHO SANTA FE	54
REEF SUNSET UNIFIED	87
RIVER DELTA	38
ROCKFORD	67
ROSEDALE UNION	124
ROSELAND (SANTA ROSA)	101
ROWLAND UNIFIED	1464
SAN LORENZO UNIFIED	485
SAN MIGUEL JOINT UNION	34
SANGER UNIFIED	493

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
SAUGUS UNION	534
SIMI VALLEY UNIFIED	1267
SOQUEL ELEMENTARY	220
SPRING VALLEY	33
SULPHUR SPRINGS	371
SUSANVILLE ELEMENTARY	118
TRAVER JOINT ELEMENTARY	30
TRAVIS UNIFIED	233
TWIN RIDGES ELEMENTARY	44
WASUMA UNION	26
WEAVER	97
WESTMINSTER	748
WINTERS JOINT UNIFIED	97
WOODSIDE SCHOOL DISTRICT	28
YORBA LINDA	542

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
ALLENSWORTH ELEMENTARY	5
ALPINE COUNTY UNIFIED	10
ANDERSON VALLEY	103
APPLE VALLEY UNIFIED	635
ARCATA	97
ARMONA	89
BASSETT UNIFIED	1374
BAYSHORE	38
BELRIDGE	6
BERKELEY UNIFIED	2725
BRADLEY ELEMENTARY	3
BRET HARTE UNION HIGH	612
BUCKEYE UNION	211
BUENA PARK	375
BUENA VISTA	1
CAMBRIA UNION	28
CAMPBELL UNION HIGH	7623
CASCADE UNION ELEMENTARY	178
CHINO UNIFIED	4876
COAST JOINT UNION HIGH	356
CONEJO VALLEY UNIFIED	8021
DEL PASO HEIGHTS	457
DENAIR UNIFIED	346
DIGIORGIO	9

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
DOWNEY UNIFIED	4370
DRY CREEK JOINT ELEMENTARY	96
EAST NICOLAUS JOINT UNION HIGH	199
ELK GROVE UNIFIED	5590
FALLBROOK UNION ELEMENTARY	422
FORESTHILL UNION	44
FOUNTAIN VALLEY	817
FREMONT UNIFIED	9609
GALT JOINT UNION	161
GARVEY	846
GENERAL SHAFTER	20
GOLDEN FEATHER UNION	167
GRIDLEY	383
HUENEME ELEMENTARY	683
INGLEWOOD UNIFIED	3567
KEPPEL UNION	200
KIT CARSON UNION	41
LA HABRA CITY	421
LAFAYETTE	268
LAKESIDE UNION ELEMENTARY	33
LE GRAND UNION HIGH	346
LINDEN UNIFIED	560
LIVE OAK UNIFIED	380
LOST HILLS UNION	54

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
MARIPOSA COUNTY UNIFIED	508
MCKITTRICK	4
MERCED RIVER	65
MONROE ELEMENTARY	10
MOTHER LODE UNION	148
MOUNTAIN EMPIRE	354
MOUNTAIN VIEW ELEMENTARY	159
MUROC JOINT UNIFIED	179
NEWPORT-MESA UNIFIED	5705
NICASSIO	3
PACIFIC GROVE UNIFIED	659
PIEDMONT UNIFIED	673
PLANADA ELEMENTARY	62
PLAZA	11
PRINCETON JOINT UNIFIED	39
RANCHO SANTA FE	103
REEF SUNSET UNIFIED	291
RIVER DELTA	119
ROCKFORD	43
ROSEDALE UNION	110
ROWLAND UNIFIED	7298
SAN LEANDRO UNIFIED	2630
SAN LORENZO UNIFIED	2356
SAN MIGUEL JOINT UNION	34

APPENDIX B
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED ETHNIC ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
SANGER UNIFIED	1587
SIMI VALLEY UNIFIED	5632
STRATHMORE HIGH	322
SUSANVILLE ELEMENTARY	111
TAHOE TRUCKEE UNIFIED	84
TAHOE-TRUCKEE UNIFIED	757
TRAVER JOINT ELEMENTARY	28
TRAVIS UNIFIED	388
TULARE JOINT UNION	3084
VENTURA UNIFIED	5029
VICTOR VALLEY UNION HIGH	9746
WEAVER	83
WESTMINSTER	769
WINSHIP ELEMENTARY	8
WINTERS JOINT UNIFIED	332
WOODSIDE SCHOOL DISTRICT	25
YORBA LINDA	372
YUCAIPA JOINT UNIFIED	3452

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
ALLENSWORTH ELEMENTARY	2
ANDERSON VALLEY	35
ANTELOPE	52
APPLE VALLEY UNIFIED	499
ARCATA	81
ARMONA	87
BASSETT UNIFIED	378
BAYSHORE	32
BELRIDGE	6
BRADLEY ELEMENTARY	3
BUCKEYE	61
BUENA PARK	400
BUENA VISTA	4
BUTTONWILLOW	31
CAMBRIA UNION	45
CARUTHERS UNION ELEMENTARY	64
CASCADE UNION ELEMENTARY	174
CASMALIA ELEMENTARY	1
CHINO UNIFIED	1404
CINNABAR SCHOOL DISTRICT	27
CONEJO VALLEY UNIFIED	1104
DIGIORGIO	13
DINUBA ELEMENTARY	207
DOWNEY UNIFIED	1018

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
ELK GROVE UNIFIED	1234
ETNA UNION ELEMENTARY	43
FALLBROOK UNION ELEMENTARY	408
FERNDALE	45
FOUNTAIN VALLEY	675
FREMONT UNIFIED	3691
GALT JOINT UNION	162
GARVEY	844
GENERAL SHAFTER	19
GRANT	31
HUENEME ELEMENTARY	754
INGLEWOOD UNIFIED	1107
KEPPEL UNION	132
KIT CARSON UNION	46
LA HABRA CITY	448
LA MESA-SPRING VALLEY	1105
LAFAYETTE	255
LAKESIDE UNION ELEMENTARY	26
LAMONT	181
LEMON GROVE	314
LINDEN UNIFIED	131
LIVE OAK UNIFIED	101
LOST HILLS UNION	109
MARIPOSA COUNTY UNIFIED	124

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
MCKITTRICK	4
MENLO PARK CITY	117
MERCED RIVER	32
MIDWAY ELEMENTARY	21
MINERAL	3
MONROE ELEMENTARY	13
MONTE RIO UNION	26
MONTEBELLO	6
MOTHER LODE UNION	290
MOUNTAIN EMPIRE	351
MOUNTAIN VIEW ELEMENTARY	113
MUROC JOINT UNIFIED	245
NEWPORT-MESA UNIFIED	952
NICASSIO	5
PACIFIC GROVE UNIFIED	166
PIEDMONT UNIFIED	147
PINER-OLIVET UNION	132
PLANADA ELEMENTARY	71
PLAZA	15
RANCHO SANTA FE	54
REEF SUNSET UNIFIED	87
RIVER DELTA	38
ROCKFORD	67
ROSEDALE UNION	124

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 4-6

DISTRICT	ENROLLMENT
ROSELAND (SANTA ROSA)	101
ROWLAND UNIFIED	1464
SAN LORENZO UNIFIED	485
SAN MIGUEL JOINT UNION	34
SANGER UNIFIED	493
SAUGUS UNION	534
SIMI VALLEY UNIFIED	1267
SOQUEL ELEMENTARY	220
SPRING VALLEY	33
SULPHUR SPRINGS	371
SUSANVILLE ELEMENTARY	118
TAHOE TRUCKEE UNIFIED	140
TRAVER JOINT ELEMENTARY	30
TRAVIS UNIFIED	233
TWIN RIDGES ELEMENTARY	44
VENTURA UNIFIED	1064
WASUMA UNION	26
WEAVER	96
WESTMINSTER	748
WINTERS JOINT UNIFIED	97
WOODSIDE SCHOOL DISTRICT	28
YORBA LINDA	542

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
ALLENSWORTH ELEMENTARY	5
ALPINE COUNTY UNIFIED	10
ANDERSON VALLEY	103
APPLE VALLEY UNIFIED	635
ARCATA	97
ARMONA	89
BASSETT UNIFIED	1374
BAYSHORE	38
BELRIDGE	6
BERKELEY UNIFIED	2821
BRADLEY ELEMENTARY	3
BRET HARTE UNION HIGH	612
BUCKEYE UNION	211
BUENA PARK	375
BUENA VISTA	1
CAMBRIA UNION	28
CAMPBELL UNION HIGH	7623
CASCADE UNION ELEMENTARY	178
CHINO UNIFIED	4876
COAST JOINT UNION HIGH	356
CONEJO VALLEY UNIFIED	8021
DEL PASO HEIGHTS	457
DENAIR UNIFIED	346
DIGIORGIO	9

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
DOWNEY UNIFIED	4370
DRY CREEK JOINT ELEMENTARY	96
EAST NICOLAUS JOINT UNION HIGH	199
ELK GROVE UNIFIED	5631
FALLBROOK UNION ELEMENTARY	422
FORESTHILL UNION	44
FOUNTAIN VALLEY	817
FREMONT UNIFIED	9609
GALT JOINT UNION	946
GARVEY	849
GENERAL SHAFTER	20
GOLDEN FEATHER UNION	167
GRIDLEY	383
HUENEME ELEMENTARY	683
INGLEWOOD UNIFIED	3567
KEPPEL UNION	200
KIT CARSON UNION	41
LA HABRA CITY	421
LAFAYETTE	268
LAKESIDE UNION ELEMENTARY	33
LE GRAND UNION HIGH	346
LEMON GROVE	333
LINDEN UNIFIED	560
LIVE OAK UNIFIED	378

APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
LOST HILLS UNION	54
MARIPOSA COUNTY UNIFIED	508
MCKITTRICK	4
MERCED RIVER	65
MIDWAY ELEMENTARY	12
MONROE ELEMENTARY	10
MOTHER LODE UNION	148
MOUNTAIN EMPIRE	354
MOUNTAIN VIEW ELEMENTARY	159
MUROC JOINT UNIFIED	177
NEWPORT-MESA UNIFIED	5705
NICASSIO	3
PACIFIC GROVE UNIFIED	660
PIEDMONT UNIFIED	693
PLANADA ELEMENTARY	62
PLAZA	11
PRINCETON JOINT UNIFIED	39
RANCHO SANTA FE	102
REEF SUNSET UNIFIED	291
RIVER DELTA	119
ROCKFORD	43
ROSEDALE UNION	110
ROWLAND UNIFIED	7298
SAN LEANDRO UNIFIED	2623

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APPENDIX C
DISTRICTS IN THE ASSESSMENT REPORT SAMPLE

REPORTED LANGUAGE ENROLLMENT
GRADES 7-12

DISTRICT	ENROLLMENT
SAN LORENZO UNIFIED	2356
SAN MIGUEL JOINT UNION	34
SANGER UNIFIED	1587
SIMI VALLEY UNIFIED	5634
STRATHMORE HIGH	322
SUSANVILLE ELEMENTARY	111
TAHOE TRUCKEE UNIFIED	84
TAHOE-TRUCKEE UNIFIED	757
TRAVER JOINT ELEMENTARY	28
TRAVIS UNIFIED	388
TULARE JOINT UNION	3084
VENTURA UNIFIED	5029
VICTOR VALLEY UNION HIGH	9649
WEAVER	83
WESTMINSTER	769
WINSHIP ELEMENTARY	8
WINTERS JOINT UNIFIED	332
WOODSIDE SCHOOL DISTRICT	25
YORBA LINDA	372
YUCAIPA JOINT UNIFIED	3452